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ABSTRACT

"A Vision for the Future" is a comprehensive long-range plan to study, develop, implement, and evaluate an ambitious dropout reduction program in the Charleston (South Carolina) School District. The program entails: (1) improved data reporting on student performance, grade retention, and attrition to identify dropout indicators and risk factors; (2) replications and extensions of effective instructional programs and arrangements in kindergarten through grade 12, concentrating on reading instruction in grades 1-3 in schools with high proportions of at-risk students; (3) focus on technical assistance, staff development, program evaluation, and resources on schools with numerous at-risk students and on students with discipline problems; (4) reorientation of the school system toward programs of proven effectiveness; and (5) program research to enhance district schools' effectiveness in helping higher percentages of at-risk students meet state and district academic standards and persist until graduation. Developed in collaboration with Johns Hopkins University educational researchers, the proposed plan will extend earlier work aimed at diagnosing sources of, and identifying potential remedies for, grade repetition and dropping out. Included are a skeleton implementation plan, lists of committee members, and an outline of plan components. (25 references) (Author/MLH)

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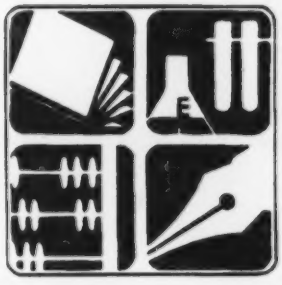
2001

A vision for the Future

1988-89

A plan for improving instruction and reducing dropout and grade retention in Charleston County School District



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2001

A vision for the future

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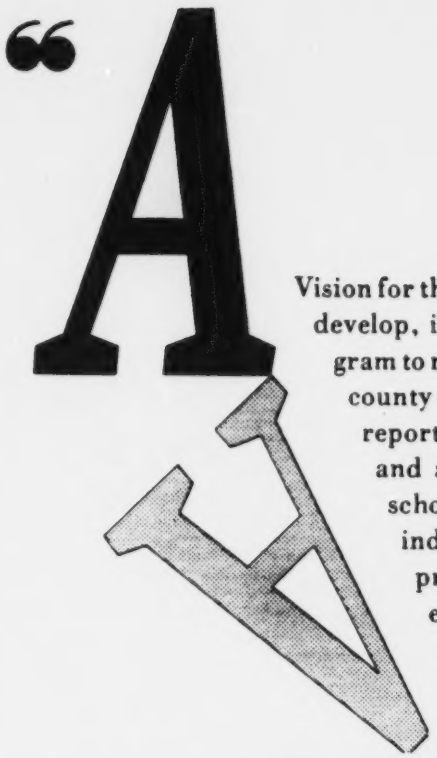
Abstract



Vision for the Future" is a comprehensive long-range plan to study, develop, implement, and evaluate an ambitious multipart program to reduce dropout in the school district serving the city and county of Charleston, SC. The program entails: (a) improved reporting of data on student performance, grade retention, and attrition from the school rolls to provide the public, school officials, and the school board with more sensitive indicators of dropout and risk factors for it and to aid in program planning and evaluation; (b) replications and extensions of effective instructional programs and arrangements in kindergarten through grade 12—with a concentration of effort on reading instruction in grades 1-3 in schools with high proportions of students at risk of grade failure, grade retention, and dropout; (c) focusing technical assistance, staff development, program evaluation, and resources on schools with high proportions of students at risk of dropout and within those schools on students most at risk of academic failure and discipline problems that put them at especially high risk of dropout; (d) reorienting the school system to expect that only programs of proven effectiveness will be extended within the district; and (e) conducting program research to enhance the effectiveness of the district's schools in helping higher pereentages of at risk students meet the state and district academic standards in a timely fashion and persist in school to graduation. The proposed plan will extend earlier work conducted in order to diagnose the sources of and identify potential remedies for grade retention and dropout in our schools. These plans have been made in collaboration with educational researchers from the Johns Hopkins University to pilot and evaluate specific educational programs of proven effectiveness in selected schools and to extend programs shown to be effective to additional Charleston schools serving students who are at elevated risk of dropout.

Division of Curriculum and Instruction
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2001: A VISION FOR THE FUTURE

A PLAN FOR IMPROVING INSTRUCTION AND REDUCING DROPOUT AND GRADE RETENTION IN CHARLESTON COUNTY SCHOOL DISTRICT.

NEED

A review of evidence about the Charleston County School District (CCSD) and its current and recent past success in helping students make orderly and timely progress through the grades while meeting the educational standards at each grade level implies that (a) substantial numbers of students fail to achieve the educational standards required for promotion from grade to grade beginning in first grade and continuing in the higher grades, (b) students who have been retained in grade are more likely to drop from the rolls—especially after grade nine—than are students who have not been retained in grade, (c) a focus on the proportions of students in specific grades who meet promotion standards is useful but this focus tends not to direct attention to the proportions of students who meet these promotion standards at the expected age or on the proportions of students who are overage for their grades, (d) aside from Chapter 1 resource and self-contained classroom programs, few specific methods are systematically applied district-wide to assist classroom teachers in coping with student heterogeneity, and (e) specific changes in practices and arrangements can be identified that should be successful in improving the proportions of students who meet high educational standards at the expected age.

Failing Grade

These conclusions were reached by the CCSD Task Force on Students at Risk after reviewing evidence assembled by the CCSD Office of Evaluation and Research (specifically, reports on the results of the Basic Skills Assessment Program—BSAP), the CTBS testing program, three reports providing detailed information about promotion and retention rates in relation to state and county test performance information, and a report summarizing the results of a survey of elementary school teachers on the topic of at-risk students) and after reviewing evidence assembled by educational researchers from Johns Hopkins University (specifically, evidence about the proportion of students who are at the grade level expected for their age, proportions of students meeting promotion standards at the expected age, suspension rates, proportions of students persisting in the public schools, and information derived from interviews with teachers and administrators about current practices).

Teacher Interviews

A Long Fall

Scrutiny of the educational achievements of CCSD students implies that although BSAP and CTBS scores for students in specific grades have been rising in recent years, the high school completion rate appears to be below 60%, and the percentage of students enrolled in the grades appropriate for their ages falls from 96% in kindergarten to 46% by grade 9. Only 42% of students whose age implies that they would be in eighth grade (were they making expected educational progress) meet the State criterion score of 700 in the BSAP reading or math assessments for the eighth grade. Put another way, 58% of students of eighth-grade age fail to meet this criterion either because they have not yet been promoted to the eighth grade or because they attained scores below the criterion.

Better Resource Use

The Task Force has formulated an ambitious agenda for school improvement in CCSD. This agenda is based on an examination of educational progress of CCSD students and on research on educational effectiveness. The essence of this plan is to put existing resources to better use. The plan focuses on improving the delivery of instruction at every level from K through 12 so that higher percentages of Charleston County students will meet the District's high educational standards at the expected age.

The remainder of this document provides the broad outlines of this agenda for improvement, which was developed by the Task Force with the assistance of Johns Hopkins University educational researchers. The agenda calls for implementing improvements of proven effectiveness at all levels, phasing in the implementation of these improvements over time so that implementation can be accomplished in an orderly fashion using existing resources, and using evidence derived from systematic trials of innovations to be sure that they are feasible and achieve the results intended rather than wasting resources by trying uncertain remedies everywhere at once.

GOALS

Goal 1

The goal of this program of improvement is to increase the percentage of students meeting the CCSD high school graduation requirements at the appropriate age.

Demographic Calculations

In 1987 the number of persons enrolled in twelfth grade was about 55% of the number of persons enrolled in fifth grade in 1980, implying that the current on-time graduation rate is about 55%. The speed with which this percentage can be raised to 80% is limited by the demography of the current high school population and the unfortunate fact that many high-school-aged students have already discontinued their educations. Graduation records will be used to calculate the on-time graduation rate for each year as precisely as possible (using the

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number of CCSD students of fifth-grade age seven years earlier as the denominator), making corrections for in- and out-migration if necessary, to assess progress towards the goal of 80% by the year 2001. The year 2001 is the year students entering kindergarten in 1988 would be expected to graduate. No correction for attrition due to transfers to private schools will be made, so the progress indicator will also be sensitive to the holding power of the public schools. To achieve a goal of 80% by the year 2001, the percentage improvement will have to exceed 2% each year on average. Because bigger improvements due to the cumulative effectiveness of improving educational progress in the earlier grades will not be manifested in high school completions for several years, improvements smaller than 2% are expected in 1989 and 1990, with larger improvements manifested in later years.

Goal 2

A second goal is to increase the percentage of persons entering grade 9 who meet CCSD standards for high school graduation within six years of entry into grade 9.

Problem of the Overaged

This second goal is set because a high proportion of ninth graders are overage for their grade, and it is not feasible for many of them to meet graduation standards at the expected age. Furthermore, much of the attrition for these overage students is due to life circumstances that make uninterrupted and orderly progression difficult. Progress towards this goal will be indexed by calculating the percentage of persons who enter grade nine each year who have completed graduation requirements within six years of entry, regardless of age. As a first step, it will be necessary to compute these percentages as accurately as possible for recent years and use these percentages to set specific ambitious but feasible quantitative goals for each year through the year 2001.

Goal 3

The final goal is to improve instruction across all levels of the Charleston County School District.

Improved Instruction

The third goal is to improve the quantity and quality of instructional time spent in classrooms throughout the Charleston County School District. It is initially designed to address the varied instructional needs of the at risk student who is experiencing achievement below their ability. It is expected that extension of these practices will raise the level of expectations for all ability levels of students within the district.

In short, practices that prove successful for low achieving students can be extended to enhance instruction for all other levels of students. It is expected that over time there will be measurable levels of academic improvement in not only

Chapter I elementary schools, but all other grade and ability levels throughout the school system.

RATIONALE

A rational approach to problem solving and educational improvement requires a valid understanding of those factors which are amenable to influence by the schools that can, therefore, contribute to the solution of the problem.

Dropouts Vs. Graduates

In simplest terms, the rationale for the improvements laid out in this plan is that improved instruction and better application of available resources will lead to enhanced academic performance, leading to higher rates of on-time attainment of CCSD promotion standards, leading to less retention in grade, leading (because the best predictor of dropout is grade retention; Bachman, Green, & Wirtanen, 1971) to higher rates of on-time completion of CCSD standards for high school graduation.

Life Predicaments Gap

This plan recognizes, however, that the causal processes leading to dropout on the one hand and to on-time graduation on the other are more complex than this simplified rationale implies. In more complete detail, the plan assumes that teacher quality, methods of and arrangements for instruction, adult supervision in the schools and in the home, and student attitudes and conduct all contribute to or detract from academic performance. The plan recognizes that these factors are only partly within the purview of the schools and only partly amenable to school action to bring about improvements. Where appropriate and feasible, however, the school can influence each of these elements of the causal process. Teacher assignments, teaching methods and arrangements, and supervision and discipline by school personnel are all factors that can be manipulated to advantage by the school system. Parental assistance in achieving educational objectives is only partly amenable to school intervention. But it is legitimate for schools to request specific kinds of assistance from parents—monitoring the completion of homework assignments and encouraging businesslike conduct in school, for example.

Transitional Goals

Improved academic performance and school discipline, concomitant decreases in grade retention, combined with greater assistance from the home in meeting academic and conduct standards in the school will (according to the rationale for this plan) lead to less student problem behavior, greater attachment to the school, more commitment to educational pursuits, and higher levels of belief in the validity of conventional rules. These outcomes will all contribute to sustained educational progress. These outcomes should also reduce the mismatch between school structures and arrangements and the life predicaments that thwart school

participation for some adolescents (although some life predicaments are beyond the school's purview). Even within existing school structures, steps can be taken to accommodate schedules and arrangements by creatively promoting more productive patterns of use of such existing resources as adult education programs and summer school.

Setting Best-Case Goals

Although many of the factors that limit educational progress are beyond the purview of the school (student input characteristics such as socioeconomic status and scholastic aptitude, many aspects of adult supervision in the home and student living arrangements, and premature transition to adult-like roles as parents or workers), many factors that can enhance educational progress are within the purview of the school. These factors are the focus of this plan.

OBJECTIVES

The foregoing rationale implies the following specific objectives for CCSD:

Promotion Progress

1. Increase the percentage of all students meeting the CCSD promotion criteria at the appropriate age by a specific percentage in each school year. We will establish specific objectives for components of the CCSD promotion criteria for each grade level. For example, the 1987 percentage of CCSD students of eighth grade age who obtained a BSAP reading score of 700 or above was 42%. Variation on this measure across schools is great: 34% and 67% of middle school students met the BSAP reading objective on time in the lowest- and highest-performing general admission school. Our district-wide objective will be to move the district average on-time attainment of the promotion criteria from its current level to the level now obtained by the highest-performing general admission school. We will work with each school to set challenging objectives. For example, the percentage of students who met the 1987 BSAP reading criterion at the appropriate age of Morningside Middle School was 41%. In order to move from 41% to 67% (the level of the highest performing middle school) Morningside would have to increase its percentage on-time attainment of that criterion by slightly more than 5% per year for the next five years. Middle schools already at or approaching the 67% district-wide target will be expected to set as objectives a reasonable amount of improvement each year.

2. Reduce instances of nonproductive student behavior that detract from learning. This includes drug and alcohol use, delinquent behavior, disciplinary problems in school, pregnancy, and nonattendance. Specific measures for these objectives will be devised by the Office of Evaluation and Research in cooperation with Johns Hopkins researchers and

appropriate consultation with pertinent constituencies to ensure that sound indicators of progress acceptable to the community are developed. Possible sources of indicators include teacher-completed checklists, disciplinary referral records, information about reasons for absences obtained by attendance officers, or surveys. Quantitative objectives in each area will be specified.

3. Reduce the percentage of middle and high school students at risk of dropping out because (a) they are absent due to conflicts with personal or family needs or (b) they report considering leaving school to get a job, care for a child, or meet other family demands. Specific measures for these objectives will be devised by the Office of Evaluation and Research in cooperation with Johns Hopkins researchers and appropriate consultation with pertinent constituencies to ensure that sound indicators of progress acceptable to the community are developed. Possible sources of indicators include information developed by attendance officers and surveys. Quantitative objectives in each area will be specified.

Targeting Students

4. Increase student reports of commitment to educational goals, attachment to school, and belief in conventional social rules. Specific measures for these objectives will be devised by the Office of Evaluation and Research in cooperation with Johns Hopkins researchers and appropriate consultation with pertinent constituencies to ensure that sound indicators of progress acceptable to the community are developed. The most feasible source of indicators are objective surveys of students. Quantitative objectives in each area will be specified.

5. Improve the experience and performance of teachers providing instruction in high-risk schools (i.e., rural schools and schools with a high proportion of students receiving subsidized lunch) and providing instruction to high-risk students in all schools (i.e., students eligible for Chapter 1 services and students who have failed to meet CCSD standards at any point in their educational careers). The CCSD Teacher Assessment Program (TAP) will be used to assess progress in this area, and a method will be devised to chart progress specifically for teachers of high-risk students and in high-risk schools. Details of this method and quantitative objectives will be developed by the Deputy Superintendent for Personnel and the Office of Evaluation and Research with the assistance of Johns Hopkins researchers.

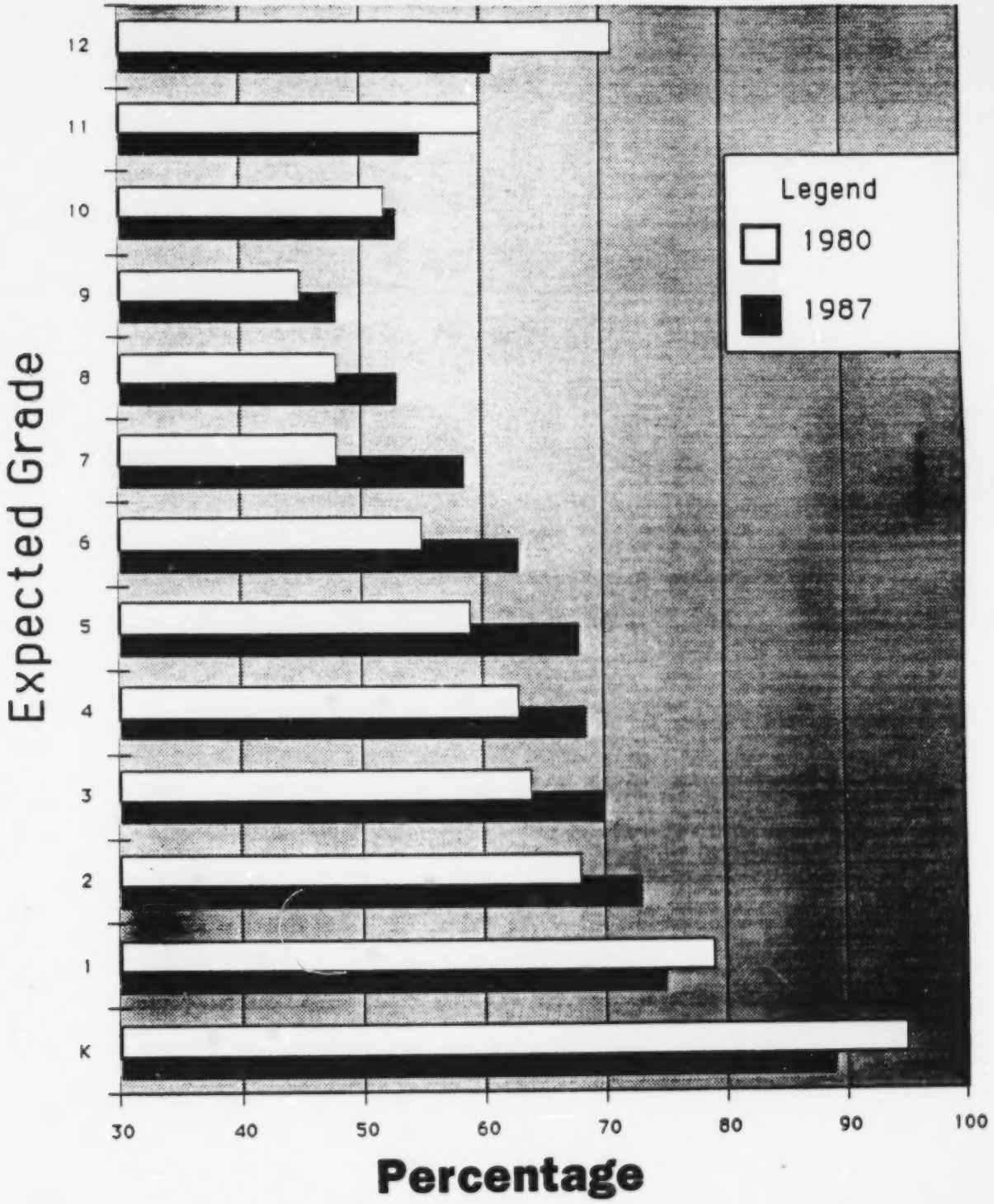
About the Chart:

The chart on Page 9 shows a steady decline in the number of CCSD grade-level students between grades 2-9. Most dramatic difference is between grades 3-7.

INTERVENTIONS

A multi-faceted set of interventions are required to reach the goals and objectives spelled out above. No single change in practices, no single intervention or type of intervention will bring about the required results. Instead, what is called for is

Students on Grade Level for Their Age



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a general and integrated approach to improving instruction from K to 12 that is built on specific, proven educational methods and arrangements and that composes these improvements in such a way that they complement each other to create a fundamental direction of educational emphasis to the task of meeting educational standards on time.

Questioning Intervention

In contemplating elements of the improvement plan, four considerations were used to winnow from the variety of potential interventions those few that hold most promise for success. These considerations were: (1) Does research imply that the intervention will be effective? (2) Does the evidence imply that the intervention is effective at achieving one or more of the specific objectives that the causal process described earlier implies must be achieved? (3) Can the intervention feasibly be put in place in Charleston County if necessary resources and arrangements can be developed? (4) Would the intervention tend to make more productive use of existing resources? The interventions selected represent the best judgment of the Task Force and the researchers who assisted in the group's deliberations about feasible and productive innovations.

Ideas in the Mainstream

Some of the interventions included in this plan clearly meet all of the criteria for inclusion. Other interventions are believed to meet all the criteria, but further planning and assessment is required and certain critical benchmarks that are believed to be attainable must be met. For example, one set of interventions involves strictly limiting the use of self-contained classrooms, making the vast majority of special education students mainstreamed resource students, applying an integrated approach to reading instruction with continual regrouping each six weeks to assure that instruction is at the appropriate level, and using resource teachers (including teachers freed from self-contained classroom assignments) to serve as tutors for Chapter 1 or special education students having difficulties. This set of arrangements will put Chapter 1 and special education funds to much more productive use than do current arrangements. Moving from this vision to actuality implies that a number of critical benchmarks must be met: Ensuring that federal Chapter 1 guidelines are met and that the State Department of Education approves of the arrangements are two of these benchmarks. Such critical benchmarks are essential milestones. A great deal of work may be required to achieve such benchmarks.

Some of the interventions described below are marked new directions and require careful developmental work; others modify, extend, clarify, or improve current practices in beneficial ways. These intervention plans comprise a set of promising directions for CCSD but these directions are in varying degrees of development. In general, no innovation should be allowed to become part of a new status quo unless it has been demonstrated to be more effective than existing

practice. Depending on the stages of development, interventions will be planned, demonstrated, piloted, evaluated, or extended to all schools. Plan means to conduct a needs assessment if the specific nature of the problem is not clear, to use research on identified problems to design a solution, and to anticipate obstacles to implementation of this solution and resources to overcome them. Demonstration means the voluntary trial of a new technique, practice, or arrangement by a teacher or school where the primary aim of the trial is to gain familiarity with the innovation or to illustrate its application. Pilot means the deliberate and careful implementation of an innovation where the primary aim of the trial is to determine the innovation's feasibility, devise ways to overcome obstacles to its implementation, and assess its effects. Evaluation is activity undertaken to determine what happened, why, and what effects when a program, process, or policy is put in place. Evaluation is an important part of this plan. The implementation standards to be specified for each intervention will allow a comparison of what was actually implemented with what was expected to be implemented. Wherever possible evaluation will extend to an assessment of the effects of the interventions to determine if they achieved the objectives they are intended to achieve. Extend means to offer and vigorously promote the adoption of an innovation of demonstrated effectiveness and feasibility.

The Five Stages:

Plan
Demo
Pilot
Evaluate
Extend

A general principle to be used in executing this plan is that no innovation is to be allowed to become institutionalized—a part of the status quo—unless it has been demonstrated to be effective. When evaluation implies that an intervention is ineffective or less effective than expected, it will be scrutinized to develop ways to improve its structure, composition, or application. Innovations that have not been shown to be effective in evaluations of pilots in CCSD schools or in evaluations elsewhere must be subjected to further scrutiny before being allowed to become a part of standard operating procedures.

No program will be extended to all schools unless it has been shown to be feasible and effective. This is a departure from traditional practices in most public schools.

Intervention 1: Improved Kindergarten

Ready or not?

Evidence implies that CCSD first grade teachers often spend a considerable amount of time—sometimes the first half of the school year—working on readiness skills for a portion of their students. This suggests that a more structured kindergarten program focused on reading readiness (not reading) may be helpful in meeting the on-time mastery objectives for the first grade, a suggestion supported by research implying that structured kindergarten programs are most

productive (Karweit, 1987). A program built on the age-appropriate elements of effective kindergarten programs will be planned in Year 01 and piloted in Year 02 (1988-90). When a program that is demonstrably more effective than current arrangements has successfully been developed, it will be extended to all CCSD kindergartens.

Intervention 2: Primary Reading 1-3

A Difficult Master

Evidence implies that many CCSD students are failing to master reading skills in the earliest grades and that failure in other areas increases as grade level increases, presumably because of reading difficulties. Research implies that increased time in instruction in reading, instruction at the appropriate level, incentives for learning, and individual tutoring specifically linked to classroom instruction that supplements (rather than replaces) that instruction will improve the acquisition of reading skills (Slavin & Madden, 1987; Madden & Slavin, 1987). Research also implies that mainstreamed instruction is usually superior to instruction in special classrooms for mildly handicapped students (i.e., most self-contained classroom students in CCSD schools; Madden & Slavin, 1983).

Supplementary Tutoring

The intervention calls for integrated targeted reading instruction, mainstreaming most students, use of Chapter I and special education funds for resource teachers who provide supplementary tutoring, assisting teachers with proven strategies for coping with student heterogeneity in the classroom, and continuous regrouping of students across age and grade levels in grades one to three for extended amounts of time in reading instruction. Implementing this rearrangement of instruction will require work to reorient educational personnel to cope with expected attitudinal resistance, ensuring that the arrangements meet state and federal requirements for use of funds, examining current curricula and methods to determine how well they can be integrated with empirically tested methods which have proven effective for increasing reading skills, planning to reduce the number of self-contained classroom assignments, and extensive training for teachers in grades one to three. Year 01 (1988-89) will be a planning year for a pilot beginning in Year 02.

Intervention 3: Cooperative Integrated Reading and Composition (CIRC) grades 4-6

Drawing the CIRC

Reading and math instruction programs of proven effectiveness in coping with student heterogeneity in the classroom while improving learning for students at all levels is planned for grades 3 through 5. Specifically, research has demonstrated that (a) Cooperative Integrated Reading and Composition (CIRC), which uses a combination of mixed-ability cooperative work groups and skill-based reading groups

to teach reading, language arts and writing in grades 4 and 5 and (b) Team-Accelerated Instruction (TAI), which involves teacher instruction of students in skill-level groups on concepts of mathematics and students working in cooperative teams on self-instructional materials in grades 3 through 5 are both effective programs (Slavin, 1985; Stevens et al. 1987). These programs will serve as models for a CCSD approach to reading and math instruction in the upper elementary grades. In Year 01 volunteer teachers will provide demonstration classrooms in tandem with planning for a Year 02 pilot. To make this possible, certain preparatory activities must be completed before the 1988-89 academic year begins. Specifically, CIRC and TAI curricula must be examined to ensure that they cover CCSD objectives, the language arts and reading curricula and methods must be examined to determine the steps necessary to integrate the curriculum with the instructional methods. After model teachers have had experience they will be trained as trainers. A carefully evaluated pilot will occur in Year 02. The Computer Assisted Instruction (CAI) methods and materials already implemented by CCSD for Chapter 1 schools in math and under preparation for language arts will be examined to see if they can be integrated with these instructional methods.

Intervention 4: Reading and Writing Across the Curriculum Grades 4-12

There is widespread enthusiasm for approaches to instruction that involve "reading and writing in the content areas" and "content areas in reading and writing". CCSD failure rates in reading and writing in the earliest years and in other content areas in later elementary years are high, implying that the broadest possible set of approaches to improving instruction should be attempted beginning in grades 4 and 5. Accordingly, in Year 01 the research on reading and writing in the content areas will be combed for evidence of demonstrably successful methods that achieve the objectives laid out in an earlier section of this plan for upper elementary, middle, and high school students. If effective programs are found, planning for implementation of these programs will be conducted in Year 01 with implementation to begin as pilots in Year 02.

Implications of Failure

Intervention 5: Computer Assisted Instruction — Language Arts

Charleston County School District has been a leader in Computer Assisted Instruction. For the last decade Chapter I schools have been committed to CAI in the teaching and assistance in mathematics. The success evidenced in mathematics leads to the belief that CAI can and should be expanded to language arts. Exploration of appropriate hardware and software that correlates to the curriculum and

Leading the Way

objectives will be studied, planned and piloted in year one. The success of CAI will be evaluated through close scrutiny of student achievement. Upon completion of the pilot project CAI will be extended to all Chapter I and ultimately throughout the entire Charleston County School District.

Intervention 6: Math Instruction (3-5)

Aside from Chapter I resource, SAIL and similar pull-out programs, few programs exist district-wide to accommodate the spectrum of educational needs in the heterogeneously grouped classroom Despite flexible ability-grouping practices used by teachers within their classrooms, some students find themselves bored and frustrated by materials that are either too difficult or too easy for their ability level. These students then become at risk for failure at their grade level by failing to meet promotion standards in mathematics.

Team Learning

Studies conducted through Johns Hopkins University indicate that students involved in a cooperative learning model make significant gains in mathematical achievement as compared to students in the traditional mathematics classroom. This research comparing classes using Team Assisted Instruction (TAI) techniques with control classes have found that those using TAI gain twice as many grade equivalents as the control groups on standardized computational tests. Positive results were also noted on mathematics concepts and applications, as well as such secondary factors as student self-esteem, student attitude toward mathematics and relationships among students (including minority and handicapped relations).

This intervention should prove to maximize student achievement in mathematics through implementation of the TAI cooperative learning model in the intermediate grades.

Intervention 7: Teacher Effectiveness and Expectations

Interview evidence implies that limited expectations for the conduct and academic performance of some groups of students are prevalent among some teachers and some building administrators. Such attitudes are especially problematic in the context of plans to improve methods of coping with student heterogeneity in instruction and classroom management and to limit self-contained classroom assignments. These attitudes are also problematic in the context of research on effective schools that implies that a climate in which educators want all children to learn and believe that they can learn (Bloom, 1976;

Limited Expectations

Edmonds, 1979) is most productive. Accordingly, a staff development intervention focusing on the reorientation of teacher attitudes and expectations to those required by this plan will be useful. A staff development intervention model will be piloted by volunteer teachers in two to six elementary schools in Year 01. This intervention involves sensitizing teachers to unconsciously displayed inequitable treatment of students, and it involves five monthly workshop and classroom observation cycles. Research suggests that the teacher training to raise student expectations intervention may improve student achievement (based on a comparison of gain scores for students in trained and nontrained teachers' classes) and discipline, and it implies that the teachers trained regard the training as useful. An expected additional effect of this training is that it will help generate norms of collegiality among the faculty in participating schools. The pilot will involve teacher volunteers in an experimental trial to assess training effects on student achievement and attachment to school (especially for at-risk students) and teachers' norms of collegiality.

Teacher Awareness

Intervention 8: Middle School Instruction

A number of cooperative learning strategies for use in the middle school grades have been shown by research to be useful strategies for coping with student heterogeneity, increasing learning for students at all levels, and increasing attachment to the school (Slavin, 1983; Slavin et al., 1985). These strategies include CIRC, TAI, Jigsaw, STAD, and TGT. The scientific bases of such programs are reasonably well understood (Slavin, 1983, 1987). Accordingly, training of middle school teachers and piloting of cooperative learning programs will begin in the middle schools in Year 01 and continue with monitoring and technical assistance in subsequent years. The Year 01 pilot will be concentrated in those areas in which the curriculum fits easily with the cooperative learning strategies. Prior to the 1988-89 school year, the cooperative learning materials will be examined to determine their fit with CCSD instructional objectives. During the 1988-89 school year, work will continue to more fully integrate improved instructional methods with the curriculum and to revise materials. CCSD currently makes use of Chapter 1 pull-out programs for math and reading instruction in the middle schools that supplants regular instruction. Plans will be made in Year 01 to provide math and reading instruction in the regular classroom in conjunction with the application of the CIRC and TAI procedures, and to put the Chapter 1 resources to better use.

Jigsaw Strategy

Overaged Quitters

Evidence implies that a large proportion of students enrolled in grade 9 in CCSD schools are overage for that grade and that a large fraction of these students discontinue attendance. Research involving surveys of students who have dropped out of school (Ekstrom et al., 1987) finds that (in addition to not liking school and poor grades) large percentages of males (27%) and females (11%) say they were offered a job and chose to work, that they could not get along with teachers (males 21%, females 9%), that they had to help support the family (males 14%, females 8%), or that they were pregnant (females 23%).

Job Vs. School

CCSD already has some mechanisms for allowing flexibility so that students can continue making educational progress despite life situations (such as employment or child care responsibilities) that make a lockstep progression through high school difficult or impossible for some students. These mechanisms include adult education and summer school programs. In Year 01 we will undertake more aggressive promotion of existing services to extend their use to more students.

Synchronizing Progress

More creative and flexible arrangements to allow the synchronization of student progress with existing programs are required. Although no major restructuring of educational alternatives is planned, more flexible and creative approaches to meeting the life needs of students in late adolescence are required. Accordingly, a review of existing programs followed by the development of concrete plans to better market existing educational services such as adult education and summer school services to students at risk of dropping out of high school—and to deploy more flexible strategies for synchronizing education with student progress—will be developed in Year 01 and piloted in Year 02.

Charleston County School District, community, business and human services leaders have concurrently been assessing the needs of a group of youngsters who are at risk of dropping out of school. In this assessment it has been identified that the unique social, academic and emotional needs of these youngsters cannot practically be met in a traditional high school setting at the school district's expense alone.

Cities In Schools

The consensus of the community and school leaders is that an alternative high school, specifically designed to meet the needs of certain at risk students, is needed.

One highly successful national endeavor to provide such an alternative program is Cities in Schools. Two significant

aspects of Cities in Schools are that it is committed to a collaborative effort between schools and the community and, secondly, that it has demonstrated success in reducing drop out rates in other major cities.

Intervention 10: Business and Community Collaboration

Commitment to education is a predictor of persistence in school (Gottfredson, 1982), and low commitment to education is a predictor of delinquency and other adolescent problem behavior, including drug use. The rationale for our overall program of intervention therefore includes student commitment to education as a potentially manipulable factor related to students' meeting educational standards on time. Commitment is strengthened by successful experiences in school and weakened by failure experiences, so the instructional improvements applied as parts of many of the interventions included in this plan should enhance commitment (see Gottfredson, 1982).

As an additional way to strengthen commitment to education, we will seek the assistance of the Charleston County business community in devising cooperative programs to increase students' perceived stakes in continuing their education though high school and meeting CCSD standards for high school graduation. This intervention idea is an exploratory one building upon the highly successful (more than 100) Business Education Partnerships that exist in Charleston and have continued to support quality education. The collaboration between educators and the business community through a program similar to the "Boston Compact" seems a sensible idea.(Schwartz & Hargroves, 1986-87). It is not clear than any school system that has sought to implement a school-business partnership approach to providing incentives to perform well in school and graduate has in itself solved the problem of designing an optimally effective program. A multiple approach is necessary to bring together businesses, community agencies and schools in multiple collaborative efforts such as Cities in Schools, Mentoring program, Urban Corps, and Youth Services Charleston, to name just a few. This intervention calls for the planning in Year 01 for support within the Charleston County business community in exploring ideas and evidence about how incentive programs to enhance commitment to education might be collaboratively planned. As programs prove feasible and can be constructed in such a way that they will provide incentives for students who need them most, we will proceed to pilot the programs in future years. Cities in Schools has already passed this year's test and will be extended in year 02.

Is It Good Business?

Partnerships

Intervention 11: High School Teacher Advisor-Advisee Program

Falling Through the Cracks

This intervention is based on the observation that, when compared with the out-of-school influences on high school students who are at risk of dropping out, high schools are not very "responsive" to students (Natriello et al., 1987). Students in secondary schools typically receive instruction from a variety of different adults, and no one adult has overall responsibility for ensuring that individual students do not fall through the cracks of the educational system. Therefore, although we know of no persuasive evidence of the efficacy of a teacher advisor-advisee program, there appears to be a rationale for such a program, the objectives of which are to enhance commitment to education and attachment to school and to help students plan to meet promotion and graduation standards. A teacher advisor-advisee program will be piloted and evaluated in Year 01 and if efficacious extended to all high schools beginning in Year 02.

Intervention 12: Assessment of Mastery

Accountability

Interview and survey data imply great dissatisfaction with the district-made criterion referenced tests (CRTs) currently used for assessments of mastery. Testing data organized by the Office of Research and Evaluation show inconsistent promotion practices, and psychometric considerations imply that these extremely brief assessments are not suitable for applications involving important decisions about individuals. These brief tests may be more suitable for formative assessments that guide teachers' day-to-day decisions about reteaching of material not mastered or moving on with new materials. The development and application of psychometrically superior tests for assessing mastery is possible—and in most areas such tests have already been developed. This intervention therefore involves reducing assessment errors by implementing improved methods of assessing mastery that meet professional standards for educational testing (American Educational Research Association et al., 1985). Improved tests for making promotion decisions that are already developed will be piloted as their development is completed. The usefulness of currently used CRTs for periodic regrouping must be scrutinized. Chapter 2 funding for development will be sought.

Intervention 13: School-Based Support

Local Support

CCSD makes use of several School-Based Support teams in a variety of ways with the mission of conducting needs assessments and developing plans for improvements in the schools. Interview data show that SBM is not as well integrated with other school improvement efforts in schools as is desirable

and that the visibility, influence, and focus of the SBM teams differs considerably from school to school. This intervention calls for a reorientation and reinvigoration of the SBM in combination with other support teams to focus their mission more closely on the overall goal of increasing the on-time achievement of CCSD academic standards and for the provision of enhanced descriptive and diagnostic information about the schools for school based teams to use in their needs assessments and planning. Specifically, this includes enhanced information about the percentages of students meeting CCSD standards on time and about time lost to instruction through in- and out-of-school suspensions. SBM Teams, School Improvement Councils and Administrative School Support Teams will become an integral part of piloting most aspects of this overall plan during Years 01 and 02.

Intervention 14: Summer Enhancement Program K-8

Summertime Blues

Increased emphasis on grade 1 to grade 8 summer enhancement program is expected to maintain high-risk (including special education) students' momentum in making educational progress. Improvements to be made in summer school include alterations that limit "down-time" in which students are simply waiting for next year rather than studying, establishing the expectation that summer school will be used by any student who can benefit from sustained momentum (not just those who have failed one or two subjects and can plausibly master objectives in a summer session). Planning for use of EIA and Chapter 1 funding in combination to increase the proportion of students who can make use of summer assistance will be undertaken in Year 01 and expanded participation in summer school will be piloted the summer of 1989. Planning to phase Integrated Targeted Reading into summer school programs will also occur during Year 01, and an ITR approach will be piloted in summer school in the summer of 1990.

Intervention 15: Student Suspension/Regulations and Practices

Suspension Intervention

Evidence indicates that many CCSD schools make extensive use of suspensions, and that the implementation of in-school suspensions as an alternative to out-of-school suspensions has generally not led to any lasting decrease in the use of out-of-school suspensions, as had been expected. Because time spent in instruction is a prerequisite to learning (Karweit, 1984), it is important to reduce time lost due to suspension. This intervention is a set of more specific interventions with the objectives of reducing the amount of time lost to instruction because students are out of the classroom due to in-school or out-of-school suspensions and improving the use of instructional time through improved

classroom management and school discipline.

Saturday School

First CCSD will develop and promulgate a suspension practice that makes use of Saturday school as an alternative to out of school infractions for minor offenses.

Several CCSD high schools have piloted the practice of Saturday school with promising results. Extending the concept of Saturday school to all high schools appears to be one possible alternative to lost instructional time due to suspension.

Second, because the assistant principals are key in maintaining discipline, and because CCSD offers them few staff development opportunities, we will engage the assistant principals in an activity designed to identify features of the assistant principal's job that present problems. This staff development for assistant principals, designed to enhance skills in administering fair and firm discipline policies and in communicating effectively with students, parents, and staff, will be piloted in Year 01.

Intervention 16: Middle School Behavior and classroom Management

BASIS of Conduct

In collaboration with Johns Hopkins researchers, CCSD is now conducting a pilot in middle schools (Project BASIS) that seeks to improve school wide disciplinary practices, improve classroom organization and managements, and increase the use of effective techniques for improving student behavior. Early indicators imply that these interventions are having beneficial effects, but the evaluation of the experimental innovations is still underway, and some elements of the intended set of interventions have yet to be put in place and evaluated. Among these is the use of in-school alternatives to suspension that involve less loss of time from instruction than does the typical in-school suspension as used in CCSD middle schools. An example of such an option is the use of very brief exclusions from the classroom, isolation from the circumstances that instigated or are supporting the misconduct, and the confrontation of inappropriate behavior in a specific way by an adult. This mechanism for reducing time lost to in- and out-of-school suspension will be piloted in Year 01 in schools testing the BASIS program. The emerging evaluation results and practical experience in implementation will be used to extend the effective elements of this program to all middle schools beginning with school-based planning effort in Year 02.

In-school alternatives that involve only brief removal of disruptive students from the classroom (similar to those described above in the BASIS middle school project) will be piloted in the middle schools as part of project BASIS in Year 01. If successful, these alternatives will be extended to elementary, non-BASIS middle, and high schools in Year 02.

Intervention 17: Personnel Allocation to At-Risk Schools

Assigning the Best

A number of circumstances tend to limit the ability of the school system to assign talented teachers to the specific schools with the largest proportions of at-risk students and limit the ability of building administrators to assign talented teachers to the specific classrooms with the highest proportions of at-risk students. Among these circumstances are the rural locations of some CCSD schools that make them less attractive to teachers who desire assignments in an urbanized area, teacher preferences for assignments to specific schools, and a shortage of teachers which makes it possible for teachers whose assignments displease them to move to another school. One result of this set of circumstances is that CCSD's most able and energetic teachers are not always assigned to work with the students who are most in need of assistance. The solution to this problem is not apparent, although a mix of strategies including such things as the creative use of incentive awards, marketing the attractions of rural areas in recruiting, working with teacher training institutions in the state to increase recruitment of students from rural areas, and publicizing that teachers' student loans can be forgiven for service in Chapter 1 schools may be required. A district planning committee whose mission is to devise ways to improve the distribution of teacher talent to students most at risk will propose paths to a solution in Year 01. If feasible proposals are devised, piloting will begin in Year 02.

Intervention 18: Parental Assistance

Parental Help

Parental assistance in helping students meet educational goals is widely agreed to be of importance, but interviews with teachers and administrators in CCSD schools imply a general sense of frustration in this area and limited knowledge about and use of structured methods of proven effectiveness for increasing parental assistance. Research has shown well-tested approaches to the use of "home-based reinforcers" to be effective (Atkeson & Forehand, 1979; Barth, 1979). Piloting of a home-based reinforcer program will begin in Year 01 for elementary schools using school guidance staff as program managers. In Year 02 piloting will begin in middle schools. To the extent possible this intervention will be integrated with Pupil Personnel Services and the activities of school psychologists, the Chapter 1 Parents Involved in Parenting Program for reading, the Chapter 1 Parents Involved in Teaching Children at Home Program for math, and the EIA Parent Involvement Program.

Intervention 19: Vocational Education's Role

This intervention is based partly on the statistic that taking one vocational course each year during the four years of high school raises the graduation rate of at-risk youth by 6 percentage points, and this raises expected earnings by about 2 percent . In addition, the private sector employment demand is expected to almost double by 1990, up to 156.6 million, and the fastest growing jobs will require higher skill levels of math, language, and reasoning. To compound the situation, the number of young people 16 to 24 years of age is declining. The prospect of fewer youth, high-skills jobs, and a substantial number of high school dropouts unable to compete in the growing job market would seem to predict a serious labor shortage and a growing underclass of the disillusioned poor. The Committee for Economic Development indicates that "every dollar spent on early prevention and intervention can save $4.74 in costs of remedial education, welfare, and crime further down the road."

What Have We Done?

The recent workshop developed by the Trident Chamber of Commerce—Workforce 2000: The Challenge—was the first stepin the reaffirmation of business in education to reduce the drop out rate and prepare for a more competent workforce in the year 2000.

Every component of our school system must be reviewed and readied to contribute to the goal of dropout prevention and recovery. Vocational education must take a lead role in this effort. There are many practical, student-centered influences that are inherent in the delivery system of Vocational Education. These components must be fully developed and utilized as the search for strategies to prevent and recover high school dropouts and the development of a better equipped workforce continues.

Several recent reports clearly indicate that certain types of vocational program experiences actually provide incentives for at-risk youth to stay in school. A newly formed Vocational Education Committee in cooperation with the 2001 Task Force will be studying these reports along with other research data and planning strategies in year 03 for improved vocational opportunities in the future.

DETAILED PLANS FOR IMPLEMENTATION OF INTERVENTIONS

Many educational reforms are "non-events" (Sarason, 1971) because the improvements are never realized as envisioned. To ensure that the interventions proposed in this plan are put into place in effective form, a clear structure for planning that takes into account the difficulty of change in

educational organizations is required. Such a structure is provided by the Program Development Evaluation method (PDE; Gottfredson, 1984). Research indicates that this method is useful in implementing improvements even in schools where change is difficult (Gottfredson & Gottfredson, 1987; Gottfredson, 1986, 1987). This method calls for a clear and specified articulation between intervention elements and the objectives of a program, the use of a structured method for identifying and overcoming obstacles to implementation, the delineation of critical benchmarks to signal successful or unsuccessful outcomes of action steps towards implementation (and which also serve a reinforcement function for school personnel), and the careful specification and monitoring of implementation standards to promote the fidelity of actual implementation to what was intended. Few educational innovations are implemented well enough to produce the expected effects at first, so the PDE method calls for continual and renewed scrutiny of implementation standards and obstacles to implementation (as well as the achievement of objectives) over time.

The general structure provided by the PDE method was used to identify the goals, rationale, objectives, and interventions described above, and was used to generate detailed implementation plans for each of the 18 interventions listed. A very abbreviated outline of milestones in the more detailed construction of implementation plans in the actual implementation and follow-up on the interventions appears following the reference list.

EVALUATION PLANNING

Evaluation is activity undertaken to determine what happened, why, and with what effects when a program, process, or policy is put in place. Evaluation is an important part of this plan. The implementation standards to be specified for each intervention will allow a comparison of what was actually implemented with what was expected to be implemented. Wherever possible evaluation will extend to an assessment of the effects of the interventions to determine if they achieved the objectives they are intended to achieve. A general principle to be used in executing this plan is that no innovation is to be allowed to become institutionalized—a part of the status quo—unless it has been demonstrated to be effective. When evaluation implies that an intervention is ineffective or less effective than expected, it will be scrutinized to develop ways to improve its structure, composition, or application. Innovations that have not been shown to be effective in evaluations of pilots in CCSD schools or in evaluations elsewhere must be subjected to further scrutiny before being allowed to become a part of standard operating procedures. Accordingly, a plan for evaluation is expected to be a part of detailed planning for each intervention in this overall plan.

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A SKELETON PLAN TO BEGIN IMPLEMENTATION SIXTEEN INVERVENTIONS TO IMPROVE INSTRUCTION AND REDUCE GRADE RETENTION AND DROPOUT IN CCSD SCHOOLS

Intervention/Milestone

1 Improved Kindergarten

Identify obstacles/resources; specify critical benchmarks for action plan.

Translate research review on effective features of kindergarten into specific implementation standards for program.

Establish evaluation design for pilot meeting criteria for evaluation agreed to by Office of Research and Evaluation.

Assemble training materials for pilot; conduct training for pilot teachers/principals.

Provide technical assistance in implementation; identify and resolve emerging obstacles to implementation as intended in the pilot; collect implementation data keyed to implementation standards established earlier; collect outcome data.

Analyze outcome and implementation data to assess pilot effectiveness; review obstacles and solutions during implementation

Review implementation standards and training materials based on evaluation.

Conduct renewed training in pilot locations (if program not yet ready for district-wide implementation) or for all schools (if supported by evaluation results).

2 Primary Reading 1-3

Train key CCSD Division of Instruction and Division of Administration personnel in the principles, rationale, and methods of ITR in collaboration with JHU researchers/ developers.

Review existing curriculum objectives and materials and available materials tailored for use with ITR; identify and develop or procure curricular/instructional materials to be used.

Identify obstacles to and resources for requisite staff development; produce plan to conduct staff development for pilot

school prior to fall of 1989, including a plan to obtain sufficient numbers of training days for initial training.

Develop plan for continuing technical assistance for implementing teachers.

Develop and implement plan and procedures to reduce assignment of students to self-contained classrooms.

Develop specific procedures that meet federal and state Chapter 1 and special education guidelines, and clear arrangements for use of resources with local and state program administrators.

Develop or procure training resources for teachers and principals.

Establish evaluation design.

Conduct training for teachers and principals.

Provide technical assistance for pilot schools; monitor implementation standards; identify and resolve obstacles to implementation; collect implementation and outcome data.

Analyze outcome and implementation data to assess pilot effectiveness; review obstacles and solutions during implementation.

Revise implementation standards and training materials based on evaluation.,

Conduct renewed training in pilot locations (if program not yet ready for district-wide implementation) or for all schools (if supported by evaluation results).

3 Cooperative Integrated Reading and Composition (CIRC) 4-6

Train key CCSD Division of Instruction and Division of Administration personnel in the principles, rationale, and methods of CIRC instruction in collaboration with certified trainers.

Write this intervention into Chapter 1 plan.

Review existing curriculum objectives and materials and available materials tailored for use with CIRC; identify and develop or procure curricular/instructional materials to be used in model classrooms.

Identify and orient volunteer demonstration teachers.

Identify obstacles to and resources for requisite staff develop-

ment for demonstration teachers; produce plan to conduct staff development for demonstration teachers prior to fall of 1988, including a plan to obtain sufficient numbers of training days for initial training.

Develop plan for continuing technical assistance for demonstration teachers.

Develop or procure training resources for demonstration teachers.

Establish process evaluation design.

Conduct training for demonstration.

Provide technical assistance for demonstrating teachers; monitor implementation standards; identify and resolve obstacles to implementation; measure process outcomes.

Identify obstacles to and resources for requisite staff development for pilot in Year 02; produce plan to conduct staff development for pilot school personnel prior to fall of 1989, including a plan to obtain sufficient numbers of training days for initial training.

Develop plan for continuing technical assistance for teachers in pilot schools.

Develop and implement plan and procedures to reduce assignment of grade 4 and 5 students to self-contained classrooms.

Prepare training resources for teachers and principals in pilot schools, revising materials as needed based on the evaluation of the demonstration.

Train model school teachers and selected district personnel to be CIRC trainers.

Establish evaluation design.
Conduct training for teachers and principals in model schools.

Provide technical assistance for demonstration schools; monitor implementation standards; identify and resolve obstacles to implementation.

Analyze outcome and implementation data to assess pilot effectiveness; review obstacles and solutions during implementation.

Revise implementation standards and training materials based on evaluation.

Conduct renewed training in pilot locations (if program not yet ready for district-wide implementation) or for all schools (if supported by evaluation results).

4 Reading and Writing Across the Curriculum Grades 4-12

Review literature to identify effective programs at each level (elementary, middle, high school).

Develop plan for pilot; conduct awareness activities.

Develop plan for training and technical assistance; identify and procure any curricular/instructional/training resources needed.

Conduct training (pilot schools).

Deliver technical assistance; collect implementation data, identify and resolve obstacles; collect and analyze outcome data.

Evaluate program effectiveness, revise materials or plan accordingly.

Renew/extend training for pilot teachers or for all schools (if supported by evaluation results).

5 Computer Assisted Instruction - Language Arts

Establish experimental design for evaluation and identify implementation standards and outcome measures in collaboration with Division of Curriculum.

Identify obstacles and resources relating to the evaluation; devise implementation plan for the evaluation.

Plan to get budget approval.

Conduct process evaluation of training, technical assistance, and implementation of pilot by comparing processes and implementation to implementation standards; identify obstacles and resources; collect summative data.

Analyze implementation and summative data and prepare report; utilize results in planning for further development/broader implementation.

Pilot CAI in Language Arts

6 Math Instruction (3-5)

Train key CCSD Division of Instruction and Division of Ad-

ministration personnel in the principles, rationale, and methods of TAI instruction in collaboration with certified trainers.

Write this intervention into Chapter 1 plan.

Review existing curriculum objectives and materials and available materials tailored for use with TAI; identify and develop or procure curricular/instructional materials to be used in model classrooms.

Identify and orient volunteer demonstration teachers.

Identify obstacles to and resources for requisite staff development for demonstration teachers; produce plan to conduct staff development for demonstration teachers prior to fall of 1988, including a plan to obtain sufficient numbers of training days for initial training.

Develop plan for continuing technical assistance for demonstration teachers.

Develop or procure training resources for demonstration teachers.

Establish process evaluation design.

Conduct training for demonstration.

Provide technical assistance for demonstrating teachers; monitor implementation standards; identify and resolve obstacles to implementation; measure process outcomes.

Identify obstacles to and resources for requisite staff development for pilot in Year 02; produce plan to conduct staff development for pilot school personnel prior to fall of 1989, including a plan to obtain sufficient numbers of training days for initial training.

Develop plan for continuing technical assistance for teachers in pilot schools.

Develop and implement plan and procedures to reduce assignment of grade 4 and 5 students to self-contained classrooms.

Prepare training resources for teachers and principals in pilot schools, revising materials as needed based on the evaluation of the demonstration.

Train model school teachers and selected district personnel to be TAI trainers.

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Establish evaluation design.
Conduct training for teachers and principals in model schools.

Provide technical assistance for demonstration schools; monitor implementation standards; identify and resolve obstacles to implementation.

Analyze outcome and implementation data to assess pilot effectiveness; review obstacles and solutions during implementation.

Revise implementation standards and training materials based on evaluation.

Conduct renewed training in pilot locations (if program not yet ready for district-wide implementation) or for all schools (if supported by evaluation results).

7 Teacher Effectiveness and Expectations

Identify obstacles and resources for securing the requisite staff development time; establish critical benchmarks for allocating time for training.

Train trainers from interested schools.

Establish implementation standards based on training materials; develop plan for technical assistance/classroom observations, including a plan for assessing implementation and evaluating outcome.

Identify pilot schools.

Automate analysis and feedback of observation data.

Assist trainers in planning for each teacher training session; conduct training in pilot elementary schools.

Implement and monitor collegial observation and technical assistance procedures; identify obstacles and resolve problems; collect process and outcome data.

Use process and outcome data to determine effectiveness and need for refresher training.

Develop plan for training and implementation, high schools.

Select high schools; train trainers.

Plan and conduct refresher training if needed, elementary schools; conduct training, high schools.

Use process and outcome data to determine effectiveness and need for refresher training.

Assess results and select alternative models.

8 Middle School Instruction (Cooperative Learning)

Select specific cooperative learning strategies to be included in training.

Orient pilot (BASIS) school principals and teachers.

Identify obstacles and resources; develop critical benchmarks; recruit volunteer teachers in the pilot (BASIS) schools.

Determine match between cooperative learning materials and CCSD objectives and between cooperative learning materials and CCSD curriculum.

Identify training resources and arrange for training.

Develop technical assistance plan and plan for monitoring implementation standards.

Conduct cooperative learning training workshops for teachers, principals, and Division of Curriculum staff; conduct monitoring workshops for principals/teacher mentors.

Provide technical assistance; monitor implementation standards; identify and resolve obstacles; collect outcome data.

Develop cooperative learning materials for CCSD objectives not covered by the original materials and improve integration of CCSD curriculum and cooperative learning materials.

Develop plans to integrate Chapter 1 reading and math programs and for mainstreaming special education students into the regular program in pilot schools in Year 02.

Analyze implementation and outcome data; revise training as needed.

Train teachers from pilot schools as trainers.

Conduct training for phase 2 schools.

Conduct training for pilot schools in integrating Chapter 1 reading and math programs with regular program and in mainstreaming.

Provide technical assistance; monitor implementation; identify and resolve obstacles; collect outcome data.

Analyze implementation and outcome data; revise training as needed.

9 Flexible Arrangements for High Schools

Identify obstacles and resources for promotion of existing services; specify critical benchmarks.

Specify implementation standards for promotion/marketing services and for extent of use of services.

Plan training for principals, assistant principals, and counselors and to prepare informational materials for students on available services and their intended purpose.

Conduct training; disseminate materials.

Monitor implementation standards; provide assistance to identify and resolve obstacles.

Modify promotional plan as necessary.

Plan, develop, and implement Cities in Schools Alternative High School

Identify obstacles to the productive use of existing arrangements/programs and resources for overcoming obstacles.

Develop plan for more flexible and more extensive use of resources, including critical benchmarks and implementation standards; design evaluation.

Execute plan so that extended utilization begins in fall, 1989. Monitor implementation of program; identify and resolve obstacles; collect outcome data.

Analyze implementation and outcome data. Redesign program as necessary.

10. Business Community Collaboration

Review the experiences of districts implementing business community-school collaboration such as the Cities in Schools model and other incentive programs to identify strengths and limitations.

Specify the features of an incentive program that will increase commitment of high school students at risk of dropping out.

Seek business community support for a partnership program with the essential features.

Maintain community financial support for Cities in Schools

Develop concrete plans to initiate the program if support for an appropriate incentive program can be developed, including plans for publicizing the program, training school personnel, and evaluation.

11 Teacher Advisor-Advisee Program

Identify obstacles/resources, specify critical benchmarks for action plan.

Translate research on effective features of advisor programs tried elsewhere into specific implementation standards for program.

Establish evaluation design for pilot meeting criteria for evaluation agreed to by Office of Research and Evaluation.

Assemble training materials for pilot; conduct training for pilot teachers/principals.

Provide technical assistance in implementation; identify and resolve emerging obstacles to implementation as intended in the pilot; collect implementation data keyed to implementation standards established earlier; collect outcome data.

Analyze outcome and implementation data to assess pilot effectiveness; review obstacle and solutions during implementation.

Revise implementation standards and training materials based on evaluation.

Conduct renewed training in pilot locations (if program not yet ready for district-wide implementation) or for all high school teachers and principals (if supported by evaluation results).

12 Assessment of Mastery

Establish a working group including the personnel working on integrated targeted instruction and cooperative learning (Interventions 2,3, and 8) to identify suitable and unsuitable uses of existing CRTs in assessing student progress; produce a definitive statement.

Calibrate existing psychometrically defensible tests to reflect a 90% mastery criterion.

Develop a schedule and strategy for producing remaining tests.

Disseminate instructions (a user's guide) for CCSD tests and their appropriate application in formative assessments of mastery and in making promotion/retention decisions; specify implementation standards in instructions.

Implement first set of superior tests in Year 01.

Monitor implementation standards; identify and resolve obstacles.

Implement remaining superior tests in Year 02.

Monitor implementation standards; identify and resolve obstacles.

13 School-Based Support

Assess current degree of articulation between the activities of the SBM teams and this overall plan; confirm agreement between Division of Administration and Division of Instruction on the relation of the SBM program to this overall plan.

Identify obstacles and resources in directing SBM and other support teams attention to on-time academic performance, reducing time lost to suspensions, and a participative role in implementing the overall plan's interventions.

Devise mechanism for school based teams to make use of information pertinent to the goals and objectives of this overall plan.

Elicit voluntary SBM and school participation in piloting interventions to be put in place in years 01 and 02; establish SBM and other support teams role in the planning process for pilots and implementation of the new interventions.

Orient team members to goals, objectives and the use of information pertinent to them and to the variety of interventions planned as part of the overall program outlined in this plan.

Integrate school team participation with planning for piloting or phasing in each of the interventions by identifying specific ways for school based teams to facilitate the implementation of each intervention and coordinating this resource with the plans for the person responsible for each intervention.

14 Summer Enhancement Program K-8

Identify obstacles and resources; specify critical benchmarks.

Promulgate expectation that summer school will be used by all who can benefit, not just those failing one or two subjects.

Design funding arrangements that meet state and federal guidelines for use of EIA and Chapter I funds.

Specify implementation standards and evaluation design.

Orient faculty to new expectations for summer school.

Monitor implementation.

Collect outcome data to assess progress of students in summer school, following evaluation plan specified earlier; analyze outcome and implementation data; redesign effort as needed.

Develop plans to add 2001 instructional strategies to summer school; identify obstacles and resources; specify critical benchmarks.

Recruit and train faculty for the new summer school program.

Monitor implementation.

Collect outcome data to assess progress of students in summer school, following evaluation plan specified earlier; analyze outcome and implementation data; redesign effort as needed.

15 Student Suspension/ Regulations and Practices

•Suspension Regulations

Develop guidelines to current suspension practices; specify implementation standards; specify evaluation criteria; inform board

Provide assistance in interpreting and applying policies; identify and resolve obstacles; monitor implementation.

Assess implementation and effects of practices and policies; revise as necessary.

•Staff Development for Assistant Principals in Discipline and Interpersonal Relations

Identify obstacles and resources, establish critical benchmarks.

Identify suitable training resources; specify implementation standards, establish evaluation design.

Provide training.

Monitor implementation standards; provide technical assistance to identify and resolve problems; collect data.

Analyze date to evaluate effectiveness of training; revise training as necessary.

Pilot revised training (if there are revisions) or extend training to other assistant principals.

16 Middle Schools Behavior and Classroom Management

Complete pilot project following Project BASIS plans.

Complete evaluation based on implementation and outcome data; revise program as needed.

Develop plans to implement effective components district wide.

Modify training materials as needed.

Engage all middle schools in school-based planning to implement effective components.

Train middle school staffs in effective components.

Monitor implementation standards; provide standards; provide technical assistance; identify and resolve obstacles.

•In-School Alternatives with Brief Removal from Class

Identify obstacle and resources; establish critical benchmarks.

Specify implementation standards based on Project BASIS model and similar models elsewhere.

Modify training materials as appropriate for grade level.

Develop training and technical assistance plan.

Deliver training.

Monitor implementation standards; provide technical assistance to identify and resolve obstacles.

Review program and revise as necessary.

Provide refresher training, continuing technical assistance.

17 Personnel Allocation to At-Risk Students

Conduct needs assessment/describe problem.

Compose district-wide committee and develop plan, including critical benchmarks implementation standards, and method and timetable for assessing progress.

18 Parental Assistance

Identify obstacles and resources; establish critical benchmarks.

Obtain agreement on ways to integrate Pupil Personnel Services, school psychologists' activities, Chapter I reading and math, parent involvement programs, and the EIA parent involvement program with home-based reinforcer program.

Locate and procure training resources.

Establish implementation standards; plan for monitoring, implementation and technical assistance, and establish evaluation plan.

Orient schools and solicit volunteer schools.

Conduct training in pilot elementary schools.

Provide technical assistance; monitor implementation; identify and resolve obstacles, collect implementation/outcome data.

Develop plan for renewed training based on Year 01 experience, including modification of training content as needed.

Develop plan and resources for training in the pilot middle schools; establish evaluation design.

Analyze outcome and implementation data to assess pilot effectiveness; review obstacles and solutions during implementation.

Revise implementation standards and training materials based on evaluation.

Select pilot middle schools.

Conduct refresher training in elementary schools; conduct training in middle schools.

Provide technical assistance, monitor implementation, identify

and resolve obstacles. collect implementation/outcome data.

Analyze outcome and implementation data to assess pilot effectiveness; review obstacles and solutions during implementation.

Revise implementation standards and training materials based on evaluation.

Conduct renewed training in pilot locations (if program not yet ready for district-wide implementation) or for all schools (if supported by evaluation results).

19 Vocational Education's Role

Identify obstacles/resources, define critical benchmarks for plan of action.

Conduct research on effective vocational education programs and practices (especially those dealing with at-risk youth); visit selected sites.

Translate effective features tried elsewhere into specific implementation plans.

Design evaluation model for piloting in conjunction with the Office of Research and Evaluation.

Order materials and equipment necessary for pilot; conduct training for pilot teachers/principals.

Monitor implementation standards; identify and resolve any obstacles; collect outcome data.

Analyze pilot implementation data to assess effectiveness; revise implementation standards based on evaluation.

Continue planning or expand model based on evaluation outcomes.

Implement plan.

ADDENDUM B
Plan for Phase in of First Cycle 2001 intervention

	Plan	Demo	Pilot	Extend	Plan	Demo	Pilot	Extend
Improved Kindergarten			X					X
Primary Reading 1-3			X					X
Cooperative Integrated Reading and Composition (CIRC) 4-6			X					X
Reading & Writing Across the Curriculum Grades 4-12	X	X						X
Computer Assisted Instruction-Language Arts			X					X
Math Instruction (3-5)	X					X		
Teacher Effectiveness and Expectations			X				X	
Middle School Instruction (Cooperative Learning) Advisor/Advisee	X	X					X	
Flexible Arrangements for High Schools	X				X	X		
Business/Community Collaboration	X	X					X	
Assessment of Mastery	X				X			
Summer Enhancement Program K-8			X					X
Student Suspension/ Regulations and Practices	X						X	
Middle Schools Behavior and Classroom Management			X				X	
Personnel Allocation to At Risk Schools	X				X			
Parental Assistance		X					X	
Vocational Education's Role	X				X			

Note—"Demo" = demonstration; "Ext" = extend * Partial.

2001 - A VISION FOR THE FUTURE
EDUCATIONAL TASK FORCE

NAME	POSITION	2001 RESPONSIBILITY
DIVISION OF CURRICULUM AND INSTRUCTION		
David Sklarz	Deputy Superintendent	Oversight
Neal Golden, Jr.	Director, Instruction	Oversight
Marian Mentavlos	Director, Curriculum	Oversight
Kitty Altman	Director, Pupil Personnel Services	Chairperson/Oversight
Janet Rose	Director, Evaluation and Research	Chairperson/ Oversight
Walter Brown	Director, Federal Programs	Committee
Patti Daniels	Director, Adult Education	Committee
Lona Pounder	Coordinator, Education Improvement Act	Chairperson
Claire Eadon	Coordinator, Alternative Learning Programs	Chairperson/Oversight
Barbara Hess	Coordinator, Instructional Support Services	Oversight
Joan Anderson	Coordinator, Vocational Education	Chairperson
Beverly Varnado	Coordinator, Humanities	Chairperson/Oversight
Jean Campbell	Coordinator, PPS Teams	Committee
Candy Bates	Coordinator, Substance Abuse/Guidance	Committee
Carol Tempel	Coordinator, Math and Science	Oversight
Michael Lower	Supervisor, CRT Development	Chairperson
Tina West	Supervisor, Mathematics	Chairperson
Sally Newell	Supervisor, Language Arts	Chairperson
Phyllis Ford	Supervisor, Child Development	Chairperson
John Urbanic	Consultant, Chapter I	Chairperson
Mike Stratton	Supervisor, Computer Education	Chairperson
DIVISION OF ADMINISTRATION		
Tom Carlo	Deputy Superintendent	Oversight
Barbara Phillips	Area Superintendent, District 10	Committee
David Mack	Area Superintendent, District 20	Committee
Luther Seabrook	Area Superintendent, District 23	Committee
Lynda Davis	Area Superintendent, Districts 1 & 2	Committee
Matilda Dunston	Area Superintendent, District 4	Committee
Gary Awkerman	Area Superintendent, Districts 3 & 9	Chairperson
Diane Riccardi	Principal, McClellanville Middle School	Committee
Rex Whitcomb	Principal, Garrett High School	Committee
Pat King	Principal, Orange Grove Elementary School	Committee
DIVISION OF PERSONNEL		
Barbara Dilligard	Deputy Superintendent	Chairperson/Oversight
Ann Birdseye	Director, Staff Development	Chairperson/Oversight

Revised 10-9-90

INTERVENTION STRATEGIES 2001
SUBCOMMITTEE LEADERSHIP & STATUS

NO.	INTERVENTION	CHAIRPERSON	OVERSIGHT	1990-91	1991-92
1	Improved Kindergarten	P. Ford	B. Hess	Pilot	Extend
2	Primary Reading 1-3	C. Eadon	B. Varnado	Pilot	Extend
3	Cooperative Integrated Reading and Composition (CIRC) 4-6	C. Eadon	C. Eadon	Pilot	Extend
4	Reading & Writing Across the Curriculum Grades 4-12	S. Newell	B. Varnado	Plan/Demo	Extend
5	Computer Assisted Instruction-Language Arts	M. Stratton	C. Eadon	Pilot	Extend
6.	Math Instruction (3-5)	T. West	C. Tempel	Plan	Demo
7	Teacher Effectiveness and Expectations	A. Birdseye	B. Dilligard	Pilot	Pilot
8	Middle School Instruction (Cooperative Learning) Advisor/Advisee	L. Pounder	B. Hess	Plan/Demo	Pilot
9	Flexible Arrangements for High Schools	K. Altman	K. Altman	Plan	Plan/Demo
10	Business/Community Collaboration	P. Daniels	D. Sklarz	Plan/Demo	Pilot
11	Assessment of Mastery	M. Lower	J. Rose	Plan	Plan
12	Summer Enhancement Program K-8	C. Eadon	W. Brown	Pilot	Extend
13	Student Suspension/ Regulations and Practices	G. Awkerman	T. Carlo	Plan	Pilot
14	Middle Schools Behavior and Classroom Management	TBA	TBA	Pilot	Pilot
15	Personnel Allocation to At Risk Schools	B. Dilligard	B. Dilligard	Plan	Plan
16	Parental Assistance	J. Urbanic	W. Brown	Demo	Pilot
17.	Vocational Education's Role	J. Anderson	M. Mentavlos	Plan	Plan

PHASE IN CYCLES: I Plan; II Demonstrate; III Pilot; IV Extend

Revised: 10-1-90

REVISED 11-29-90

2001 - A VISION FOR THE FUTURE
SUBCOMMITTEE ASSIGNMENTS
1988-89

1. **Improved Kindergarten**

Ford, Phyllis- Chairperson

Bowens, Alberta, Principal
Brown, Jackie, Principal
Dunston, Matilda - Area Superintendent
Feldman, Janet - Kindergarten Teacher
Ford, Phyllis - Supervisor
Malone, Sandy - Kindergarten Teacher
Mance, Kae - Consultant
Newell, Sally - Supervisor
Rose, Janet - Director
Steplight, Marjorie - Consultant, Chapter I
Wright, Carlretta - Principal

Hess, Barbara - Oversight

2. **Primary Reading 1-3**

Eadon, Claire - Chairperson

Dunston, Matilda - Area Superintendent
Everman, Virginia - Supervisor
Folles, Eileen - Teacher
Friedenberg, Ruth - Psychologist
Owens, Jacqueline - Facilitator of Schoolwide Project
Riley, Geraldine - Teacher
Steplight, Majorie - Consultant
Strous, Stephanie - Principal
Varnado, Beverly - Coordinator
Waldo, Judy - Principal

Varnado, Beverly - Oversight

3. **Cooperative Integrated Reading and Composition (CIRC) 4-6**

Eadon, Claire - Chairperson

Alexander, Joan, Psychologist
Campbell, Jean - Coordinator
Dunston, Matilda - Area Superintendent
Erickson, Jeff - Supervisor
Everman, Virginia - Supervisor
Fry, Susan - Teacher
Lacour, Tracy - Teacher
McClure, Katie - Teacher
Morris, Trudy - Consultant
Varnado, Beverly - Coordinator

Eadon, Claire - Oversight

4. **Reading and Writing Across the Curriculum Grades 4-12**

Newell, Sally - Chairperson

Anderson, Joan - Coordinator
Draper, Hunter - Supervisor
Erickson, Jeff - Supervisor
Guess, Keith - Supervisor
Irvin, Dianne - Coordinator
Murray, Jean - Principal
Morris, Trudy - Supervisor
Preston, Carolyn - MUSC
Rhodes, John - Principal
Summers, Marie - Assistant Principal
Swanson, Julie - Supervisor
Tempel, Carol - Coordinator

Varnado, Beverly - Oversight

5. **Computer Assisted Instruction– Language Arts**

Mike Stratton - Chairperson

Caroff, Susan - Supervisor
Ephriam, Robert - Principal
Judson, Laura - Media Specialist
Marques, Brenda - Chapter I Consultant
Mauldin, Mary - Consultant
Owens, Jacqueline - Teacher
Rose, Janet - Director
Spain, George - Chapter I Programmer
Spaulding, Pat - Consultant
Wall, Bonnie - Assistant Principal
Newell, Sally - Supervisor - (Resource Person)

Eadon, Claire - Oversight

6. **Math Instruction 3-5**

West, Tina - Chairperson

Campbell, Jean - Coordinator
Cook, Alberta - Chapter I Consultant
Everman, Virginia - Supervisor
Rafferty, Elaine - Supervisor
Smith, Jane - Principal

Tempel, Carol - Oversight

7. **Teacher Effectiveness and Expectations**

Birdseye, Ann - Chairperson

Fordham, Steve - Assistant Principal
Hanna, Debbie - Psychologist
King, Kathleen - Consultant
King, Pat - Principal
Mack, David - Area Superintendent
Everman, Virginia - Supervisor
Moody, Sarah - Administrative Intern
Middleton, Juanita - Principal
Tripp, Sue - Coordinator

Dilligard, B. - Oversight

8. **Middle Schools Instruction (Cooperative learning) Advisor/Advisee**

Pounder, Lona - Chairperson

Draper, Hunter - Supervisor
Erickson, Jeff - Supervisor
Gregory, Nancy - Psychologist
Henry, Carol - Consultant
Marques, Brenda - Chapter I Consultant
Mobley, Jim - Principal
Wilson, Elizabeth - Principal
Sims, Clarence - Chapter I Consultant
Temple, Carol - Coordinator

Hess, Barbara - Oversight

9. **Flexible Arrangements for High School**

Altman, Kitty - Chairperson

Anderson, Joan - Coordinator
Atkinson, Jim - Principal
Boineau, Elizabeth - Director of Public Relations
Catoe, Earl - Director
Davis, Lynda - Area Superintendent
Golden, Neal - Director
Gregory, Nancy - Consultant
Miller, Edith - Consultant
Pinckney, Art - Principal
Siegel, Paul - Psychologist
Sklarz, David - Deputy Superintendent
Stein, Ann - Director, Youth Services Charleston
Wilson, Elizabeth - Principal
Whitcomb, Rex - Principal

Altman, Kathryn- Oversight

10. **Business - Community Collaboration**

Daniels, Patti - Chairperson

Casey, Mike - Principal
Bates, Candy - Consultant
Brown, Mitten - Supervisor
Daniels, Patti - Coordinator
Fisher, Hoy - Supervisor
Kramer, Eric - Vocational EMH Itinerant Teacher
Olson, Bob - Assistant Principal
McConnell, Nancy - Coordinator
Miller, Edith - Supervisor
Sausser, Annette - Consultant, Chapter I
Seaborn, Marlene - Coordinator
Tamsberg, Merle - Consultant

11 Community Members

Sklarz, David - Oversight

11. **Assessment of Mastery**

Lower, Michael- Chairperson

Larkin, Mache - Principal
Lower, Michael - Consultant, Test Development
Newell, Sally - Supervisor
Pusey, Walter - Principal
Tempel, Carol - Coordinator
West, Tina - Supervisor
Supervisor, Test Administration

Rose, Janet - Oversight

12. **Summer Enhancement Program K-8**

Eadon, Claire - Chairperson

Brown, Walter - Director
Caroff, Susan - Consultant
English, Michelle - Teacher
Evans, Angie - Assistant Principal
Ford, Phyllis - Supervisor
Irvin, Dianne - Coordinator
Middleton, Juanita - Principal
Pounder, Lona - Consultant
Rafferty, Elaine - Chapter I Consultant
Ritoch, Cindy - Media Supervisor
Sausser, Annette - Chapter I Consultant
Tempel, Carol, Supervisor

Brown, Walter - Oversight

13. **Student Suspension - Regulations and Practices**

Awkerman, Gary - Chairperson

Cancro, Richard - Assistant Principal
Casey, Mike - Principal
Golden, Jimmy - Director
Holmes, Charles - Principal
Irvin, Dianne - Coordinator
Jefferson, Bill - Area Superintendent
Shealy, Bobby- Assistant Principal
Sklarz, David - Deputy Superintendent

Carlo, Tom - Oversight

14. **Middle School Behavior and CR Management**

TBA - Chairperson

Alderman, Gary - Coordinator
Birdseye, Ann - Coordinator
Brame, Deward - Assistant Principal
Brown, Barbara - Teacher
Bunch, Karl - Assistant Principal
Cohn, Barbara - Assistant Principal
Coste, Karen - Assistant Principal
Geddie, Lauretta - Teacher
Gorchik, Nancy - Assistant Principal
Heyer, Andrea - Assistant Principal
Miller, Edith - Attendance Supervisor
Papineau, Bobbi - Assistant Principal
Venable, Darlene - Assistant Principal
Gottfredson, Denise - Researcher - (Resource Person)

TBA - Oversight

15. **Personnel Allocation to At-Risk Schools**

Dilligard, Barbara - Chairperson

Awkerman, Gary - Area Superintendent
Brown, Walter - Director
Bowen, Alverta - Principal
Brockington, Johnny - Area Superintendent
Campbell, Jean - Coordinator
Carlo, Tom - Deputy Superintendent
Franchini, Archie - Principal
Frasier, Roberta - Principal
Middleton, Juanita - Principal
Ramsey, Susan - Coordinator

Dilligard, Barbara - Oversight

16. **Parental Assistance**

Urbanic, John - Chairperson

Birdseye, Ann - Director
Frayer, Linda - Guidance Counselor
Humphries, Jim - Principal
Mance, Kae - Consultant
McConnell, Nancy - Supervisor
Pompey, Dorothy - Guidance Counselor
Rabon, Patti - Assistant Principal
Raffaelle, Sharon - Psychologist
Rafferty, Elaine - Chapter I Consultant
Simmons, Merle - Guidance Counselor
Twiggs, Doris - Principal
Pounder, Lona - Consultant - (Resource Person)

Brown, Walter- Oversight

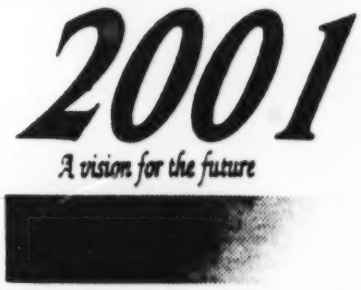
17. Vocational Education's Role

Anderson, Joan - Chairperson

Brown, Myrtice - Assistant Principal
Kramer, Eric - EMH Vocational Itinerant Teacher
Fisher, Hoy - Consultant
Gorchick, Nancy - Assistant Principal
Massey, Barbara - Supervisor
Shuler, Madeline - Teacher
Steplight, Marjorie - Consultant
Wilson, Elizabeth - Principal

Mentavlos, Marian - Oversight

2001: A vision for the Future



1. QUALITY KINDERGARTEN PROGRAMS - Quite simply, students need a better start in school. The issue is not quantity but quality of kindergarten program. Students must be exposed to new challenges in their skills development but must receive the support and assistance to ready them for success in first grade. Proper selection of the right teachers, materials and types of programs allows this to happen.

2. INDIVIDUALIZED INSTRUCTION - All students do not learn at the same rate in the same way. Consequently, the already at risk student becomes more at risk. Students in need must receive more individual attention in addressing their learning deficiency. For some the answer is direct teacher assistance, for others, it will be computer assisted instruction and for some a cooperative learning approach will provide the assistance. There is no one answer for addressing the individualized needs of students at risk. A multiple approach is required.

3. READING EMPHASIS - The primary cause for students falling behind academically, thus being retained, is the inability to read. To address this problem new reading approaches are called for. A more wholistic literature based reading program, Reading in the Content Areas, and Cooperation Integrated Reading Curriculum (CIRC) are but a few strategies that will address the reading dilemma in the early years of schooling. Improved reading increases probability of promotion which increases the probability of graduating from school.

4. SUMMER SCHOOL ENHANCEMENT - Students who are experiencing difficulty in school, particularly in the early grades, cannot afford to take ten weeks off. The summer months increases the gap between the have and the have nots. They need to continue in their growth through a less structure enhanced program that prevents them from losing valuable progress over the summer months. A program not for remediation or for students already failing, but students doomed to failure if we don't assist them.

5. COMPUTER ASSISTED INSTRUCTION - At risk students need more teacher assistance than other students. What is the ideal is to provide one to one teacher assisted instruction. Financially, this is unrealistic. Computers provide a cost effective alternative. Properly selected software provides the one on one tutoring, self-paced instruction and/or drill and practice that is often needed to stay on grade level, especially the critical areas of math and language arts. Computers, a far more efficient approach in providing instructional assistance to disadvantaged students from the primary grades to adult education.

6. BUSINESS COLLABORATION - Public schools can no longer assume the total responsibility for the drop out problem. Business and community service agencies need to join in collaboration with the at risk problem. Business education partnerships, Cities in Schools, alternative work programs and commitments like the Boston Compact are but a

few examples of the role of the business community in reducing the drop out rate. Working together is mutually beneficial to both parties and society wins in the end.

7. TEACHER ASSIGNMENTS - At risk students don't need teachers who are at risk. At risk students need the best! Schools need to think about reassigning talented teachers to work with these students. Rural schools, urban schools and other at risk schools need to create new rewards and incentives for attracting the best teachers available. After we get them we then need to create a school culture that makes them want to stay. In many at risk schools, teachers come and go as often as students. Teacher stability, quality and commitment are key ingredients for keeping youngsters in school.

8. PARENTAL ASSISTANCE - There are causal relationships between success in school, staying in school and parental support for schooling. Parents stop out, cop out and drop out of their involvement in school. In doing so, student attachment to school declines at the same rate as parent reinforcement at home. Parents need to stop back in and play an active role in providing the at home curriculum that supports studying, achievement, and the values of staying in school. Teacher Advisors can be that vital link between student, school and home. Every child needs to be known and will try one adult in the school and the parent needs to know that one person who cares. A faculty advisor can be that link to home and school.

9. FLEXIBLE ARRANGEMENTS - All students who leave school aren't drop outs. Some are pulled out of school by the inflexibility in our school arrangements. For some high school students the need or attraction to a job prevents them from meeting the 8:00 to 3:00 hours. Others need a legitimate five year plan to finish school. While still others may need an alternative program like Cities in Schools or evening school to help them through graduation. Maintain high promotion standards but provide flexibility in the time and ways that at risk students meet the standards for graduation.

10. BEHAVIOR MANAGEMENT - Thousands of learning hours are lost each year due to student suspensions. Hundreds more are lost during each class period. Improved school and classroom discipline enhances greater time on task and more commitment to educational pursuits. On one hand schools must first reduce non-productive behavior that detracts from learning: drug and alcohol use, delinquent behaviors, discipline problems and non attendance. On the other hand, removal from school by suspension should be used sparingly for the most serious offenses. You can't learn if you're not in school. At risk students need to be in school but they also need to know the rules that will keep them in school. Staying in school is serious business.

11. SCHOOL BASED MANAGEMENT - Everyone within the school system must believe in the premise that there are intervention strategies that can reduce the drop out rate. While a far reaching district plan is essential, it is at the building level where success is achieved. School based management teams allow for greater ownership of the appropriate intervention strategies that will have an impact in that school. The culture of the school must reflect the values and beliefs that everyone shares in the solutions to the at risk problems. If you're not part of the solution you're part of the problem.

12. STAFF DEVELOPMENT - Of course, a multitude of new strategies and approaches requires reexamining of traditional methods of teachers, administrators and support staff and work with at risk youngsters. Before any intervention strategies can be implemented current staff members need to develop the skills necessary for success. Teacher success results in student success. As we raise the lowest common denominator of our student expectations we raise the standards and expectations for everyone, students, teachers and parents.